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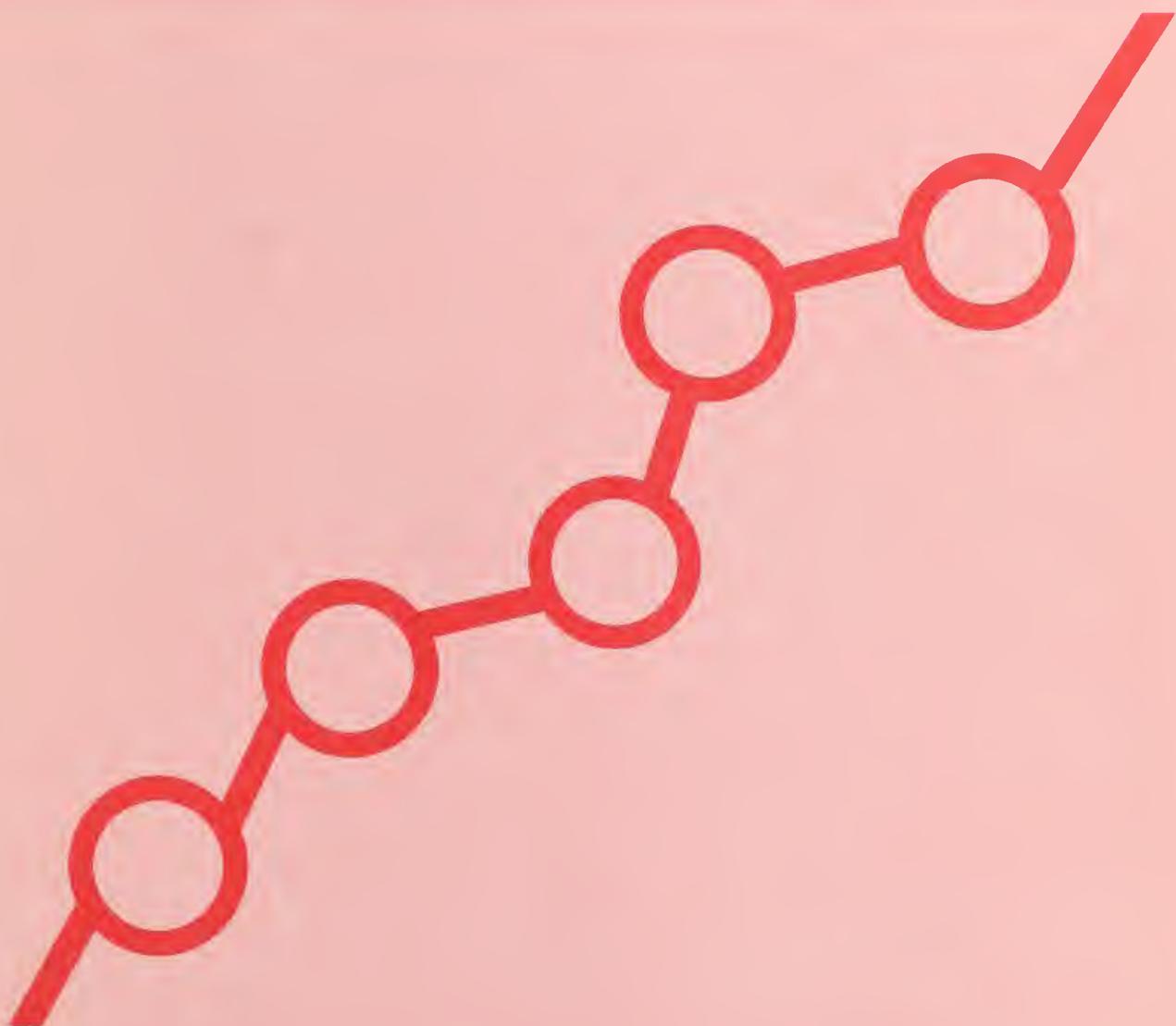
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# Using the Progression Model

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11. Expanded Food and Nutrition Education Program, Instructions for Unit Report (ES-255) Sample Unit Report (ES-256), HE-52 (Revised 8-78).
12. Expanded Food and Nutrition Education Program, Instructions for Family Record, Aide's List of Families, List of Youth Participants in EFNEP 4-H, HE-51 (Revised 8-78).

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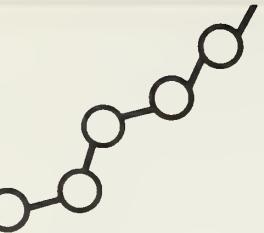
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## EXPANDED FOOD AND NUTRITION EDUCATION PROGRAM AIDE INSTRUCTIONS FOR THE PROGRESSION MODEL

### Introduction

The progression materials provide a continuing picture of the Expanded Food and Nutrition Education Program's (EFNEP) effect on individual homemakers and their families. The materials also help program aides and supervisors identify specific needs of individual homemakers. In addition, by assembling data about groups of homemakers, your supervisor can demonstrate the program's effects for the unit, or for larger portions of the program population.

The progression procedure uses the standard data you already collect for your EFNEP families.

--The Homemaker's Food Recall Data from the Family Record, Part B

--The Visit Data from the Aide's List of Families

Four new materials are added to help you determine how well a homemaker/family is progressing.

--Scoring Table for Twenty-Four-Hour Diet

--Food Behavior Checklist

--Scoring Table for Food Behavior Checklist

--Food and Nutrition Progression Record

To use the progression tools, you need little information beyond what you probably already know about your homemakers. And very little arithmetic is needed. You'll need to check a few blocks, count, do one addition; use these numbers to find some scores, enter points on a chart, and draw a few lines.

The following pages include descriptions of the four new progression materials.

## PROGRESSION MODEL

### Scoring Table for Twenty-Four-Hour Diet

This table helps you find a score--from 0 to 100--for the diet a homemaker reports on the Twenty-Four-Hour Food Recall. The score is based on the number of servings within the four food groups--the data your supervisor recorded on Family Record, Part B, in blocks 7, 8, 9, and 10.

Use the table to score a homemaker's reported diet each time you collect food recall data. How you handle the score you obtain from this scoring table is explained in the instructions for using the Food and Nutrition Progression Record later in these instructions.

Let's assume that a homemaker reported the following numbers:

0 milk servings  
1 meat serving  
1 fruit/vegetable serving  
2 bread/cereal servings

To score this diet, find the area for 0 milk servings--the large block at the far left of the table. Now, find the column for 1 meat serving--the middle column in the block. In that column, find the smaller block for 1 fruit/vegetable serving. Now, find the line that indicates 2 bread/cereal servings. The bold number at the right--25--is the Twenty-Four-Hour Diet score for a "0-1-1-2" diet.

Try another diet pattern:

2 milk servings  
2 meat servings  
2 fruit/vegetable servings  
3 bread/cereal servings

You should find a score of 82 for this diet.

Any combination within the "2-2-4-4" scoring limit is in the table.

### Food Behavior Checklist

The Food Behavior Checklist is a set of statements that represents the skills and facts you might teach your homemakers to help them provide nutritious foods to their families at minimal cost. The statements are based on the program objectives and relate to the materials you use to

## SCORING TABLE FOR TWENTY-FOUR HOUR DIET

To find the Twenty-four Hour Diet score:

1. Select the appropriate table (below) on the basis of the number of milk servings reported in Item 7, FAMILY RECORD-B (0, 1, (2) or more). NOTE: Circled numbers (2, (4)) are the highest score possible in a food group. For number of servings larger than the circled number, use the circled number. Example, for 3 servings of milk, use the (2) MILK SERVINGS table.
2. Select the proper column of the table on the basis of the number of meat servings reported in Item 8.
3. Select the proper area of the table on the basis of the number of vegetable/fruit servings reported in Item 9 (0, 1, 2, 3, (4) or more).
4. Find the proper line of the table on the basis of the number of bread/cereal servings reported in Item 10.

0 MILK SERVINGS		1 MEAT SERVING		2 MEAT SERVINGS	
0 MEAT SERVINGS	Bread Cereal Score	Veg. Fruit	Bread Cereal	Veg. Fruit	Bread Cereal Score
0	0	0	0	3	0 6
1	2	1	10	1	14
0	2	0	2	12	0 2 17
3	6	3	15	3	3 25
(4)	8	(4)	23	(4)	29
0	2	0	10	0	14
1	9	1	22	1	27
2	11	1	25	1	35
1	2	3	33	3	39
3	13	3	37	(4)	43
(4)	21	(4)	37	(4)	43
0	4	0	12	0	17
1	11	1	25	1	35
2	13	2	33	2	39
2	21	3	37	3	43
(4)	25	(4)	41	(4)	47
0	6	0	15	0	26
1	13	1	33	1	39
3	21	3	37	3	43
3	25	3	41	3	47
(4)	29	(4)	46	(4)	60
0	8	0	23	0	29
1	21	1	37	1	43
(4)	25	(4)	41	2	47
3	29	3	45	3	60
(4)	33	(4)	58	(4)	66

1 MILK SERVING		0 MEAT SERVINGS		1 MEAT SERVING		2 MEAT SERVINGS	
Veg. Fruit	Bread Cereal	Veg. Fruit	Bread Cereal	Veg. Fruit	Bread Cereal	Veg. Fruit	Bread Cereal
0	3	0	11	0	16	0	16
1	10	1	24	1	29		
0	2	12	0	2	37		
3	15	3	36	0		3	37
4	23	4	39	3		41	
0	10	0	24	3		45	
1	22	1	42	0		45	
1	2	26	1	50	1	52	
3	33	3	54	2		56	
4	37	4	58	3		60	
0	12	0	27	2		60	
1	25	1	50	1		64	
2	2	33	2	56	2		64
3	37	3	60	2		66	
4	41	4	64	3		79	
0	15	0	35	0		79	
1	33	1	54	0		85	
3	2	37	3	60	1		85
3	41	3	64	2		85	
4	45	4	77	3		85	
0	23	0	39	0		85	
1	37	1	53	0		85	
4	41	2	64	1		85	
3	45	3	77	2		85	
4	58	4	82	3		85	

		② MILK. SERVINGS				① MEAT SERVINGS				② MEAT SERVINGS			
		0 MEAT SERVINGS		1 MEAT SERVING		2 MEAT SERVINGS		0 MEAT SERVINGS		1 MEAT SERVING		2 MEAT SERVINGS	
		Veg. Fruit	Bread Cereal	Score	Veg. Fruit	Bread Cereal	Score	Veg. Fruit	Bread Cereal	Score	Veg. Fruit	Bread Cereal	Score
		0	6		0	16		0	21				
		1	14		1	29		1	39				
		0	2	17	0	2	37	0	43				
		3	25		3	41		3	47				
		④	29		④	45		④	51				
		0	14		0	29		0	39				
		1	27		1	52		1	58				
		1	2	35	1	2	56	1	62				
		3	39		3	60		3	66				
		④	43		④	64		④	80				
		0	17		0	37		0	43				
		1	35		1	56		1	62				
		2	2	39	2	62		2	68				
		3	43		3	66		3	82				
		④	47		④	79		④	88				
		0	25		0	41		0	47				
		1	39		1	60		1	66				
		3	2	43	3	66		3	82				
		3	47		3	79		3	88				
		④	60		④	85		④	94				
		0	29		0	46		0	51				
		1	43		1	64		1	80				
		④	2	47	④	79		④	88				
		3	60		3	85		3	94				
		④	65		④	91		④	100				

teach your homemakers. Five major instructional categories are identified in the Checklist:

- Knowledge of nutrition
- Food purchase
- Food storage and sanitation
- Food and meal planning
- Food preparation

Within each of these areas is a set of statements--specific things you expect homemakers to learn and do. For example, in the area of food purchase, you teach homemakers to "plan before grocery shopping." In food storage and sanitation, you teach your homemakers to "store perishable foods safely." The Food Behavior Checklist, then, helps you score each homemaker at different times of program participation (usually every 6 months when you take the Food Recall), on the areas other than food consumption in which you also give instruction. As with the Twenty-Four-Hour Diet score, you will end up with a score somewhere between 0 and 100 for the Food Behavior Checklist.

There are four answers for each of the checklist statements, indicated by the four blocks labeled "NA," "DK," "Yes," and "No" at the right of the statements.

NA Not Applicable. . . . . . (For example, an urban homemaker has no spot for a garden. There is no need to teach this topic.)

DK Don't Know. . . . . . (I have never discussed this area with the homemaker or seen any indication of how it is handled. I need to find out more about this.)

Yes Homemaker does this. . . . . . (Yes, the homemaker does this regularly. I do not need to teach this.)

No Homemaker doesn't do this. . . (No, this is never done, or it is done so infrequently that it really doesn't contribute to what the family eats or the way food is handled. I do need to teach this to the homemaker.)

Follow these simple steps each time you score a homemaker on the Food Behavior Checklist.

1. Enter the homemaker's name and number.
2. Enter your name and the date.

HOMEMAKER NAME	NUMBER	AIDE	DATE OF ENROLLMENT
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### FOOD BEHAVIOR CHECKLIST

#### INSTRUCTIONS

1. For each question put a check (✓) in the appropriate block indicating Homemaker's behavior.
2. Count the number of checks (✓) in each column (NA, DK, YES, NO) and enter totals below.
3. Add the "YES" scores to the "NO" scores and enter the sum on the appropriate line.
4. Refer to SEA Form 173 (SCORING TABLE) and enter the scores on the bottom line of this form.
5. Copy the dates and scores onto the bottom two lines of the FOOD AND NUTRITION PROGRESSION RECORD (SEA Form 271) under the appropriate months in program time.

NA = Not applicable YES = Homemaker does this DK = Don't know NO = Homemaker doesn't do this	DATE					DATE					DATE					DATE					DATE				
	FIRST					SECOND					THIRD					FOURTH					FIFTH				
<b>KNOWLEDGE OF NUTRITION</b>																									
<b>FOOD PURCHASE</b>																									
<b>FOOD STORAGE AND SANITATION</b>																									
<b>FOOD AND MEAL PLANNING</b>																									
<b>FOOD PREPARATION</b>																									
<b>TOTAL</b>																									
<b>YES + NO</b>																									
<b>SCORE</b>																									

3. Go through the list, item by item, after the working visit and check the appropriate "NA," "DK," "Yes," or "No" blocks.
4. Count the number of "NA's" and enter this number in the Total NA block at the bottom of the appropriate column.
5. Count the "DK's," "Yes's," and "No's" and enter these numbers in the correct blocks.
6. Add the "Yes" and "No" scores and enter this number on the "Total Yes + No" line.

Now you are ready to find the homemaker's Food Behavior Checklist score. To do this, use the Revised Scoring Table for the Food Behavior Checklist. When you have found the homemaker's score, enter it on the Food Behavior Checklist score line.

#### Scoring Table for Food Behavior Checklist

To find the homemaker's Food Behavior Checklist score, you need only the "Yes" score and the sum of "Yes" and "No" scores. Let's assume that "Yes" = 19 and "Yes + No" = 31. Find the "Yes = 19" row at the far left of the table. Then, find the "Yes + No = 31" column at the top of the table. Run your fingers along the indicated row and column (or draw light pencil lines) until they meet. The number contained in the block--61 in this instance--is the score. This is an average score.

Try another set: "Yes = 30" and "Yes + No = 33." To find this score, follow the same steps. You should find a score of 91 for this homemaker--a very high score.

Note that, on the Scoring Table, the "Yes + No" values stop at 15. If you can't determine that a homemaker does or does not exhibit behavior on at least 15 items, you will have to learn more about her food behaviors to score the checklist.

When you have scored the homemaker's Twenty-Four-Hour Diet and the Food Behavior Checklist, you are ready to prepare a Food and Nutrition Progression Record. How you enter the data and interpret them are discussed in the instructions for the Food and Nutrition Progression Record that follow.

## SCORING TABLE FOR FOOD BEHAVIOR CHECKLIST

To find the food behavior score:

1. Enter the table at the line indicating the number of **YES** responses.
2. Holding your left finger at that line, locate the column indicating the sum of **YES + NO** responses. With your right finger, follow this column down the page to the point where the **YES** row and the **YES + NO** column intersect. The number in the block is the food behavior score.

**EXAMPLE:** YES = 19, YES + NO = 31. The food behavior score is 61.

**NOTE:** If you have scored fewer than 15 checklist questions, you do not have a scorable record.  
See your supervisor for guidance.

Enter the food behavior score in the scoring block on the **FOOD BEHAVIOR CHECKLIST** at the appropriate "months program" time on the homemaker's **FOOD AND NUTRITION PROGRESSION RECORD**.

YES		YES + NO																			*
		35	34	33	32	31	30	29	28	27	26	25	24	23	22	21	20	19	18	17	*
36	100																				
34	97	100																			
33	94	97	100																		
32	91	94	97	100																	
31	89	91	94	97	100																
30	86	88	91	94	97	100															
29	83	85	88	91	94	97	100														
28	80	82	85	88	90	93	97	100													
27	77	79	82	84	87	90	93	96	100												
26	74	76	79	81	84	87	90	93	96	100											
25	71	74	76	78	81	83	86	89	93	96	100										
24	69	71	73	75	77	80	83	86	89	92	96	100									
23	66	68	70	72	74	77	79	82	85	88	92	96	100								
22	63	65	67	69	71	73	76	79	81	85	88	92	96	100							
21	60	62	64	66	68	70	72	75	78	81	84	88	91	95	100						
20	57	59	61	63	65	67	69	71	74	77	80	83	87	91	95	100					
19	54	56	58	59	61	63	66	68	70	73	76	79	83	86	90	95	100				
18	51	53	55	56	58	60	62	64	67	69	72	75	78	82	86	90	95	100			
17	49	50	52	53	55	57	59	61	63	65	68	71	74	77	81	85	89	94	100		
16	46	47	48	50	52	53	55	57	59	62	64	67	70	73	76	80	84	88	94	100	
15	43	44	45	47	48	50	52	54	56	58	60	63	65	68	71	75	79	83	88	94	100
14	40	41	42	44	45	47	48	50	52	54	56	58	61	64	67	70	74	78	82	88	93
13	37	38	39	41	42	43	45	46	48	50	52	54	57	59	62	65	68	72	76	81	87
12	34	35	36	38	39	40	41	43	44	46	48	50	52	55	57	60	63	67	71	75	80
11	31	32	33	34	35	37	38	39	41	42	44	46	48	50	52	55	58	61	65	69	73
10	29	29	30	31	32	33	34	36	37	38	40	42	43	45	48	50	53	56	59	63	67
9	26	26	27	28	29	30	31	32	33	35	36	38	39	41	43	45	47	50	53	56	60
8	23	24	24	25	26	27	28	29	30	31	32	33	35	36	38	40	42	44	47	50	53
7	20	21	21	22	23	23	24	25	26	27	28	29	30	32	33	35	37	39	41	44	47
6	17	18	18	19	19	20	21	21	22	23	24	25	26	27	29	30	32	33	35	38	40
5	14	15	15	16	16	17	17	18	19	19	20	21	22	23	24	25	26	28	29	31	33
4	11	12	12	13	13	13	14	14	15	15	16	17	17	18	19	20	21	22	24	25	27
3	9	9	9	9	10	10	10	11	11	12	12	13	13	14	14	15	16	17	18	19	20
2	6	6	6	6	6	7	7	7	7	8	8	8	9	9	10	10	11	11	12	13	13
1	3	3	3	3	3	3	4	4	4	4	4	4	4	5	5	5	6	6	7	*	
*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*

\*See your supervisor for guidance.

### Food and Nutrition Progression Record

Three distinct types of information are entered on the record:

--Twenty-four-hour diet scores

--Number of teaching sessions (group meetings or home visits)

--Food behavior checklist scores

Record measurements for the progression record the same way you do for the food recall, that is, on a homemaker's entry into the program and at 6-month intervals.

Each time you take a new dietary recall, you should also do a new Food Behavior Checklist. The first time you take this measurement, enter data on the first line; the second time, enter data on the second line.

The initial measures on the Twenty-Four-Hour Diet and the Food Behavior Checklist provide a performance baseline for the individual homemaker. If you find the homemaker falling below the baseline level, it may indicate a situation over which you, and perhaps the homemaker, have no control, or it may mean that the initial baseline was not a good assessment. In this case, you may need to identify a new baseline for the homemaker.

The Food and Nutrition Progression Record remains intact for a homemaker as long as that individual remains in the program. Each time you take a new measurement, be sure to enter the data on that homemaker's permanent record.

You will need to be familiar with some individual features of the Progression Record:

--Program score. Date each measure as you enter it on the record and give the food recall pattern (2-2-4-4).

--Two shaded areas on each of the records.

- The shaded part at the top of the record (90 to 100). These are called criterion areas--the level of performance set for homemakers to achieve. When homemakers score in this range--and sustain that score in the next measurement, they have learned--and more important, practiced--most of what you are teaching. Some homemakers may never reach a score of 90 to 100 although they may make a great deal of progress. A homemaker who does this has achieved.

When you identify a homemaker who has achieved but has not reached a score of 90 to 100, talk with your supervisor. This homemaker may have achieved potential and thus be worthy of the same recognition you give homemakers who reach higher scores.

Your supervisor will very likely suggest some recognition for all homemakers who achieve and also suggest some form of participation in Extension programs in the community different from the direct attention you have been giving.

- The triangular shaded area at the bottom of the record. Anytime you find a homemaker scoring in this area, you have a very difficult case--and one for which your supervisor will give guidance. Scores in this area across several measurement periods may indicate that no amount of teaching will result in sufficient improvement for you to keep working with the homemaker.

The specific steps you follow to enter and use scores on the Food and Nutrition Progression Record are slightly different for the entry stage and the later program participation stage. Therefore, instructions for use of the Food and Nutrition Progression Record are presented in two parts.

--Initial use of the Food and Nutrition Progression Record

--Continued use of the Food and Nutrition Progression Record

These steps are the same for both the Twenty-Four-Hour Diet Record and the Food Behavior Checklist.

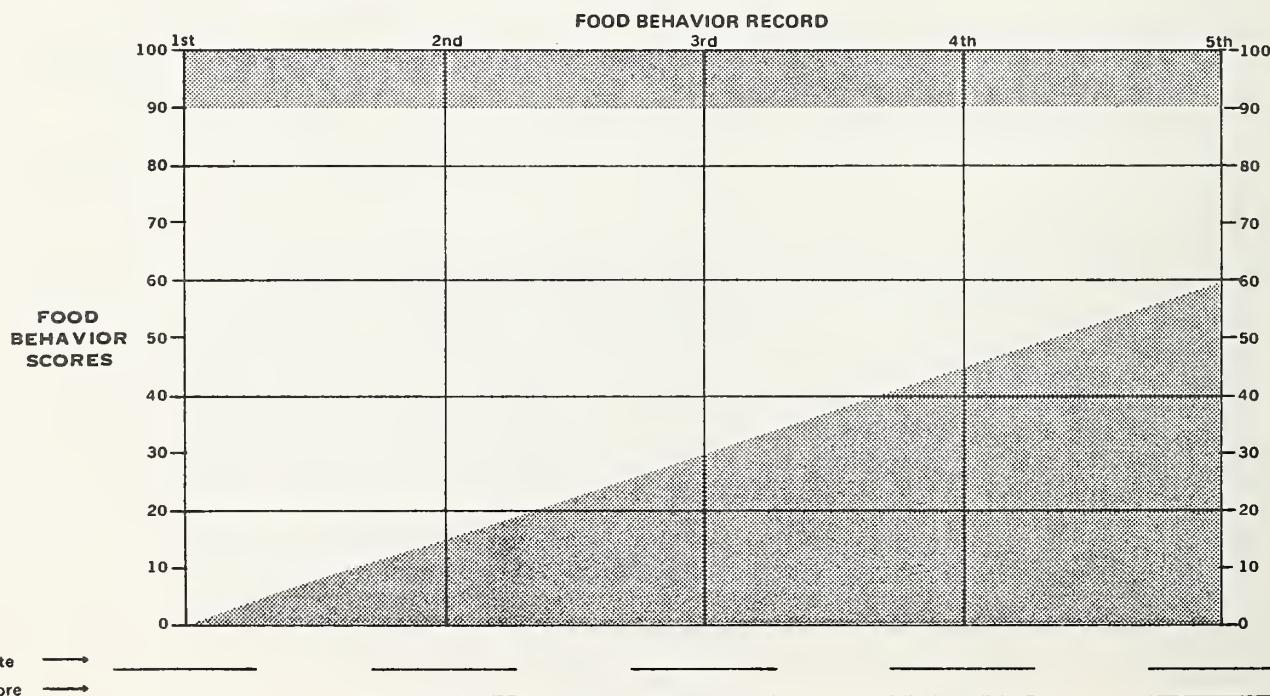
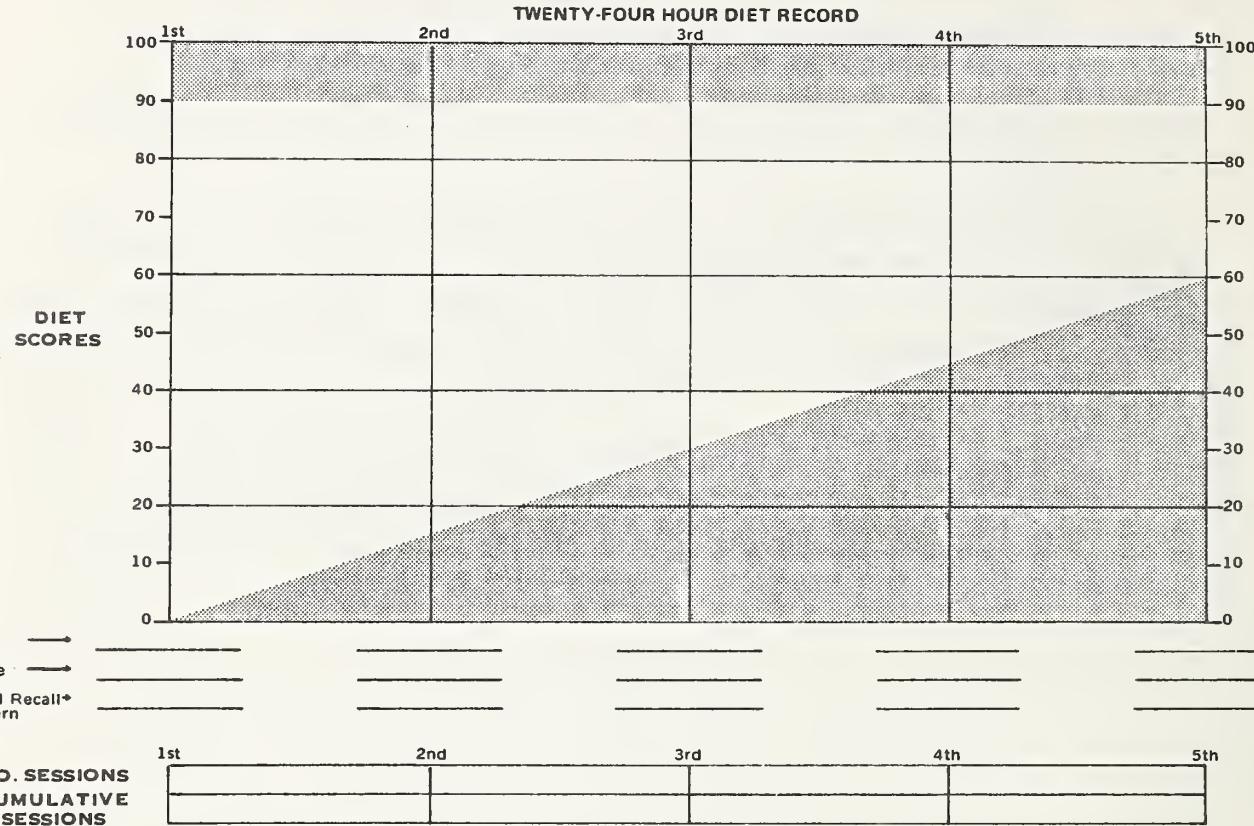
## U. S. DEPARTMENT OF AGRICULTURE

SCIENCE AND EDUCATION ADMINISTRATION-EXTENSION

## FOOD AND NUTRITION PROGRESSION RECORD

BEGINNING DATE

INSTRUCTIONS: Show baseline measures ( <i>entry score</i> ) as horizontal red lines.	HOMEMAKER NAME AIDE	NUMBER
--	------------------------	--------



### Initial Use of the Record

1. Enter the homemaker's name and number, your name, and the date of the first measure.
2. Mark (with an "x" or a dot) the record to indicate the initial score.
3. Draw a red horizontal line (left to right on the record) from this point across the width of the record (from first measure line to fifth measure line). This is the baseline for this homemaker.
4. Next, based on your judgment of the homemaker and the baseline score, draw a diagonal blue line from the first score to the criterion level--the length of time you think it will take this homemaker to achieve. This is an expected performance time.
5. You and your supervisor should use the detailed data about food consumption and food behaviors to identify the specific areas of instruction this homemaker needs.

### Continued Use of the Record

1. Mark the points where the score falls and the appropriate measurement line (first, second, third, fourth, fifth).
2. Draw a black line to connect this point to the last recorded point on the record. This is the homemaker's performance line.
3. Enter the number of program sessions you have had with the homemaker since you made the last data entry in the No. Sessions block (top row) at the proper "Months in Program" time. (You can find the number of sessions by adding the entries you have made for the homemaker in the monthly Aide's List of Families over this time period.) Add the number of sessions to those already entered--to indicate the total number of sessions with this homemaker. This number is entered in the Cumulative No. Sessions block (bottom row).
4. Using the performance lines, the expected performance lines, the baselines, and the number of sessions data, your supervisor can advise you about how to continue with this homemaker.



Progression tools are an excellent help to a program aide trying to learn a homemaker's nutrition needs, to plan teaching techniques that meet those needs, and to evaluate the homemaker's progress. Without proper guidance, however, the program aide may feel that the tools involve unnecessary and unimportant paperwork. To understand their value and use them fully, aides need the help of supervising agents.

Most supervising home economists know that program aides need their guidance to work effectively with homemakers. To take full advantage of progression tools and be assured that aides are planning well, supervisors should schedule regular individual counseling sessions with each one. These sessions provide an opportunity to study the progress of EFNEP program families and to plan for future teaching.

Here are examples of the kind of planning that can be accomplished at counseling sessions.

- Determine what information about food and nutrition each homemaker needs most. The Food Recall and Food Behavior Checklists should show training needs.
- Plan specific approaches the program aide will take with individual homemakers.
- Decide how often and how long aides should meet with homemakers.
- Set goals for a homemaker's graduation or termination from the program.

This counseling program obviously takes a lot of time, especially at first; however, it offers benefits far greater than the number of hours spent carrying it out. Each supervisor is free to develop a personal scheduling system, but should hold sessions as regularly as the calendar permits.

There are two possible methods of scheduling. In the first method a supervisor and aide would have a monthly conference to discuss the semiannual food recalls completed by various homemakers since the last meeting. By spacing the food recalls evenly throughout each 6-month period, aides can assure that they and supervisors have approximately the same number of cases to discuss at each session. These conferences will last longer at first, but as the program aide becomes accustomed to this method of planning and judging progress, the sessions will take less time.

The second method calls for only two counseling conferences every half year. Early in the 6-month period, the agent and aide should meet to discuss new homemakers and homemakers just completing their first semiannual food recalls. Later in the 6 months, the conference should be used to review the progress of homemakers with three or more food recalls.

Each method has its merits. A supervisor may want to combine the two systems by beginning with the first and switching to the second after program aides are more experienced.

The supervisor and program aide can use the following discussion to help them analyze their information about a homemaker, put that information in perspective, and develop a teaching plan for the time before the next conference. These materials are also designed to help program aides become more independent at analyzing and planning. The more skilled they grow, the less help they'll need.

The focus of the counseling session is the family case file. Here is a breakdown of categories in the file, as well as relevant questions and steps to take to steer a supervisor and aide as they analyze and plan.

Family Record A contains general information about family members and their living conditions from the time of enrollment in EFNEP to the present. Which generations are represented in the family? How do the ages of members help determine the most effective teaching techniques?

Is the family using all available resources? Are they on food stamps? If not, do they know how to apply? Are they on welfare or should they be referred? Do they regularly visit the local health department or maternal and child health clinic? Family members should be tested for chronic diseases (hypertension, diabetes, etc.) and women, infants, and children should receive WIC certification, if they are eligible. Do the children take advantage of school breakfasts and lunches?

Family Record B is the dietary recall from the time of enrollment to the present. Does the food recall represent a typical day's diet for this family? Does any member follow a special diet or have allergies or food likes and dislikes that require special meal planning? If so, should the aide seek help from a supervisor to meet that need? Does the

family have enough food? Does the family have the freedom to make changes in its basic diet? Has the family established a routine for meals and snacks? How should the routine, or lack of it, affect the teaching plan?

Is too much money being spent on food with few nutrients? Is the homemaker satisfied with the amount spent on food? Is the family interested in learning more about food budgeting?

The Food Behavior Checklist is kept from the time of enrollment to the present. YES answers mean the homemaker is reaching this goal or is already competent in this area. DO NOT TEACH. NO's mean the homemaker needs to become competent in this area. DK's mean that the program aide doesn't know if the homemaker is reaching or has reached this goal. What situations or teaching tools would help the aide find out? Direct questions must be tactful. NA's mean that this goal does not apply to this homemaker. DO NOT TEACH. Now tally the answers. Where are the most or greatest percentages of "NO's" and "DK's"? In planning what to teach, the aide should usually start where there is the most to learn--that is, where there are the most "NO's." However, other areas could take priority because they can best be taught during the present season. Or the aide may choose to work first in the areas of most interest to the homemaker, and which, therefore, are most "teachable." The aide can use "teachable" areas to gain entry into other areas.

Where has the homemaker made progress? Are these the areas in which you two have been working?

What lessons and teaching techniques would be most helpful to homemakers? They should also have a chance to help plan.

The Progression Record shows the kind of progress or lack of progress during the previous 6 months. Where has there been improvement? Where is improvement lacking--what are the areas needing continued attention? Is performance close to what was expected, much better, or much worse? Has criterion performance been reached? Has performance fallen below the baseline? Has performance fallen into the diagonal shaded "danger" area at the bottom of the record?

How many teaching visits have been made in the last half year? What main topics were covered? Does the Food Behavior Checklist show that the homemaker has progressed in those areas? Do you think more progress

would be possible with a change in teaching strategy? With more frequent visits? With different kinds of learning tools? With more or different homemaker involvement?

Are there indications that the homemaker has progressed to a point where teaching is no longer needed? Are there indications that you are not going to be able to make any headway with the homemaker no matter how hard you try? Would the homemaker benefit from group activities?

**TALLY SHEET – FOOD BEHAVIOR CHECKLIST**

AIDE/UNIT	PERIOD ENDING
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For agent's use/counseling with program aides and State staff with units.

This sheet provides enough space to tally responses for 30 homemakers or 30 units. As each Food Behavior Checklist is completed during the six month period, record the name or I.D. number of the homemaker or the unit name, and the number of Yes's and No's under each topic. The topics with the greatest number of Yes's indicate areas of achievement. Topics totaling the greatest number of No's at the end of the six month period will be targets for training aides and teaching homemakers.

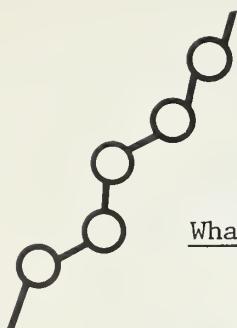
HOMEMAKER'S NAME OR I.D. NUMBER OR UNIT NAME	KNOWLEDGE OF NUTRITION		FOOD PURCHASE		FOOD STORAGE & SANITATION		FOOD & MEAL PLANNING		FOOD PREPARATION	
	5*	6*	7*	8*	9*	10*	11*	12*	13*	14*
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
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21.										
22.										
23.										
24.										
25.										
26.										
27.										
28.										
29.										
30.										
<b>TOTAL FOR END OF 6 MONTHS</b>										

\* Indicates number of questions under each topic.









## ORIENTATION PERIOD

### Instructions and Activities for the Aide

#### What Is the Orientation Period?

The orientation period with homemakers in the Expanded Food and Nutrition Education Program is that time immediately following their enrollment in the program. This time is unique; it allows you to set the stage for all your future work with the homemaker. During the orientation period, it is essential for you to complete the first Twenty-Four-Hour Dietary Recall and the first Food Behavior Checklist.

#### What To Do During the Orientation Period?

Get Acquainted. You and the homemaker should get acquainted and plan for the coming months. Plan your first lessons so that you can assess what the homemaker already knows and practices and get accurate information for your first Dietary Recall and the first Food Behavior Checklist. You want the first scores, the baselines, to reflect a homemaker's practices and knowledge before you've taught anything. Then provide additional information.

Visit Frequently. Schedule visits as frequently as possible during the orientation period. Visits once each week would be ideal, but some homemakers may prefer less frequent ones. Research shows that the first months a homemaker participates in EFNEP are likely to be the most "teachable" months. Therefore, we want to offer as many learning opportunities as possible.

Carefully Select Learning Experiences. During the orientation period, it is important to plan lessons and activities in each of the areas where needs were indicated on the Food Behavior Checklist. Those areas are knowledge of nutrition, food purchase, food storage and sanitation, food and meal planning, and food preparation. By planning activities in each of these areas you'll be able to give the homemaker an overview of the different types of lessons you'll be studying together and give yourself the opportunity to observe the answers to the Food Behavior Checklist. When you are able to obtain answers to the Food Behavior Checklist quickly you can decide, with the homemaker, which areas need to be taught first.

The activities discussed here have been selected for the orientation period. They allow you to fully acquaint the homemaker with the subject areas you can study together and also allow you to observe the homemaker's current level of knowledge and practice. Choose the activities that most appeal to the homemaker and suit your situation. You may use more than one activity during a visit.

Some activities are suited to more than one category of the Food Behavior Checklist, but they are listed only once.

## FIRST VISIT

### Enrollment, Food Recall, and Planning

#### Objectives:

1. Meet homemaker and determine eligibility.
2. Enroll homemaker and, through discussions, obtain answers for Family Record A.
3. Complete Family Record B, the Twenty-Four-Hour Dietary Recall, and discuss it with homemaker.
4. Begin planning with the homemaker by discussing family, needs, and concerns.
5. Gain insight into the following items from the Food Behavior Checklist: 8, 9, 11, 12, 17, 19, 27, and 30.

#### Things To Discuss:

1. Areas related to foods and nutrition in which homemaker knows help is needed
2. High cost of food
  - a. Does homemaker grow any food? Discuss the "return to basics" idea. Does the homemaker preserve food?
  - b. Does homemaker know about food stamps or other government assistance (e.g., WIC, school lunch program)? Has application been made to determine eligibility?
  - c. Does homemaker have difficulty making food money or stamps last through the month?
3. Family health problems that may be food related  
If not already evident, do any family members have weight problems or think they do? Is homemaker consciously doing anything about it?
4. Grocery store preferences
5. Family meal patterns
  - a. Likes and dislikes
  - b. Meal scheduling
  - c. Whether or not the family eats together
  - d. Whether family eats between meals, when, and what type of foods
6. Special interest of the homemaker
  - a. How to cook a special dish
  - b. How to make a recipe file
  - c. How to fix one certain recipe
  - d. How to plan for spending food money

7. Special activities that require unusual preparation (grocery store visit, food preparation). Ask the homemaker if either one should be planned.
8. Date and activity for the next visit.

## OTHER VISITS

### Knowledge of Nutrition

#### Objectives:

1. Provide homemakers with activities to teach their children the importance of a good diet.
2. Teach parents the activities.
3. Observe whether the parent already knows
  - Names of the food groups and foods in each group (FBCL\* #2)
  - Number of servings needed by each family member (FBCL #1)
  - Recommended serving size of a food in each group (FBCL #3)
  - Examples of high and low calorie foods from each food group (FBCL #5)
  - A good source each of vitamin A, vitamin C, calcium, and iron (FBCL #4)

#### Things to Discuss:

1. Show homemakers a variety of paper-and-pencil activities whose object is to circle the vitamin C foods, the vitamin A ones, the foods that contain calcium, and those that contain iron. Let the homemaker complete the activities. Observe the responses.
2. Other paper-and-pencil activities could focus on servings of food needed by each family member and what quantity makes a serving.

### Food Purchase

#### Activity: Grocery store visit with homemaker

If homemaker agrees, schedule this visit for the first of month, or whenever homemaker is going to do a "big shopping."

#### Objectives:

1. Observe and discuss general things about grocery shopping. As you begin to teach about food purchasing, make an effort to find out the homemaker's current practices.
2. Through discussion and observation, find out current achievement on Food Behavior Checklist items 6, 7, 8, 9, 10, 11, and 12. The visit also might provide insight for items 21, 22, 23, 24, and 25, because those foods have to be purchased before they are served.

\* FBCL - Food Behavior Checklist

Things to Discuss:

1. At the grocery store
  - a. Where does homemaker shop?
  - b. Is homemaker selecting a variety of foods from each food group?
  - c. Has anything been purchased specifically for snacks? If so, are snack foods nutritious?
  - d. Does homemaker have a shopping list?
  - e. Has homemaker talked about or picked up a sheet of advertised specials? Did shopper look at the store ads on the windows?
  - f. Does the shopper pick up and compare more than one can or package of similar products? Or does the homemaker automatically choose the one that is either cheaper or more expensive?
  - g. Did the shopper check supplies on hand?
  - h. Does the homemaker discuss specials with you and whether or not they are really "special"?
  - i. Does the shopper do any quantity buying?
2. At home, after shopping
  - a. Does the homemaker indicate what is usually done with groceries?
  - b. Does the shopper immediately begin putting things away? (If not, consider whether you're delaying this activity. Use your judgment.)

Food and Meal Planning

Activity: Planning with food models

Objectives:

1. Teach homemaker that foods are different in many ways--calorie and nutrient content and function in the body.
2. Teach homemaker that choices and combinations of foods make a difference.
3. Observe answers to Food Behavior Checklist items 2, 4, 5, 13, 15, 20, 26, and 30.

Things to Do:

Give the homemaker a selected set of cardboard food models. Show how children can make food models out of magazine pictures. Use the following activities at appropriate times. (Numbers in parentheses refer to FBCL items.)

- Divide models into a high calorie group and a low calorie group.  
(5)
- Group foods into meals. Use this as an opening to talk about ways foods are prepared. (30)
- Sort the foods by food groups. (2)
- Sort foods by key nutrients. (4)
- Store the foods in appropriate places. (13, 15)
- Put together meals appropriate for different family members and discuss things done differently for each. Are different plans made for underweight and overweight family members? For young and old? (26, 20)

### Food Preparation, Food Storage, and Food Sanitation

Activity: Food preparation

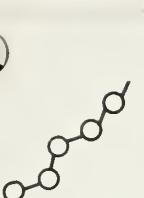
Objectives:

1. Involve the homemaker in preparing one dish that suits the homemaker's needs and tastes. The recipe should be primarily associated with just one food group.
2. Observe and discuss cooking experiences and needs with the homemaker.
3. Observe and talk with the homemaker to obtain answers to Food Behavior Checklist items 13, 14, 15, 16, 18, 28, 29, 31, 32, 33, 34, and 35.

Things To Do, Discuss, or Observe:

1. Plan the activity on an earlier visit. Help homemakers select the recipes.
2. Encourage homemakers to have the ingredients on hand to make the recipes selected.
3. Give homemakers recipe cards; ask them to begin measuring while you "do something," such as run to the car or look for another ingredient.
4. Can the homemakers read and follow the recipe? If the homemakers do not read, can they use an illustrated recipe or follow verbal instruction?
5. Let the homemakers do most of the work; you help.
6. What type of equipment do the homemakers have to work with (large or small pots, pans, appliances, number of burners, etc.)?

7. Do dishes and utensils appear to be clean (counter tops, drainboard, table and range tops)?
8. Is there any observable evidence of uncontrolled insects, rodents, or pets?
9. As a summary activity, discuss meal planning and the nutritional contributions of recipes just prepared and plan for the next visit.



## TECHNIQUES FOR OBSERVING THE HOMEMAKER'S FOOD BEHAVIOR

Observation is the most important skill a program aide can use in teaching homemakers in the Expanded Food and Nutrition Program. During the teaching process, observation allows the aide to determine the homemaker's needs and the success of the teaching program.

The aide should observe what takes place before, during, and after the lessons. The major tool the program aide uses to record observations is the Food Behavior Checklist.

The purpose of this guide is to help the aide improve powers of observation and become more effective in teaching and using the Food Behavior Checklist. Not only will aides learn to observe behavior more accurately, they will learn to structure teaching situations to determine what food-handling habits homemakers practice when the aides aren't there.

Observe homemakers in their own houses to see their actual food behavior. It is important to remember the following points.

1. It is often hard to separate the "real" picture from what we "think" about the picture.
2. We are all different in our abilities to see, hear, and feel.
3. When people know they're being watched, they change their behavior.

We can usually overcome the above difficulties by taking these precautions.

1. Try to separate what we actually see from our personal thoughts, beliefs, and judgments.
2. Concentrate on the picture and keep our eyes and ears open for new information.
3. Participate with homemakers as we observe what they do.

Do not record information during a visit. But be sure to write down specific observations immediately after the session and before the next one (even if you have to sit on a park bench or in your car).

Program aides who do their jobs best study a homemaker's food-handling habits, understanding, and progress. The following guidelines will help aides observe a homemaker with the detail required.

## Observing the Homemaker's Habits

### The Aides

1. Don't be upset if you can't remember everything at first. Over time, you will begin to see and remember more signs of the homemaker's food-handling habits. Practice makes perfect.
2. Before the visit, look over your plans. Decide what you think you might be able to observe.
3. Look over the Food Behavior Checklist and decide which items are observable.
4. Consider whether kitchen surfaces are clean, whether dishes have been left dirty, whether food is on the shelves and properly stored, and whether any foods are spoiled.
5. Try to plan lesson activities such as demonstrations to get you into the kitchen, cupboards, refrigerator, and stove.

### The Supervising Agents

1. Use photographs of kitchens for aides to practice observation. These pictures should show wrong and right practices.
2. Have aides review specific lesson plans other aides already use to help them decide what they should observe in the home.
3. Take the aides into a test kitchen and show them many good and bad practices. Afterward, have the aides share what they saw; then tell them what they missed.
4. Have aides pair off for home visits. Afterward, discuss with them what they saw and missed. Have them compare notes.
5. Test the thoroughness of an aide's observations.
  - a. Check the notes the aide took after a visit, and discuss what was seen and missed.
  - b. Go on a home visit with the aide. Afterward, compare notes and discuss what was seen and missed.

## Observing the Homemaker's Food-Handling Skills

### The Aides

To do their jobs most thoroughly, the program aides study not only what homemakers do, but also what they understand. Because observance of

a person's understanding requires more attentiveness and sensitivity than observance of actions, special training and guidelines are necessary. Through structured teaching-learning situations involving the aide and the homemaker, aides can develop more careful observation methods.

The following guidelines suggest that the aide observe homemakers as they participate in discussions and answer questions.

1. The only preparation necessary for discussion is to decide the general areas of food behavior skills you want to discuss.
2. Informal discussion requires give-and-take. Rather than asking a vague question, break the ice with a comment about your own skill or practice. For example, if you want to know how the homemaker prepares frozen vegetables, you can start by saying, "There are so many ways to cook frozen spinach. It can be boiled in water for a few minutes. How about you? Do you use frozen vegetables?"
3. The key to successful discussion is not to make evaluative statements as if you were testing the homemaker. If the homemaker is doing something incorrectly, it is best to tell her or him and plan to do a lesson on that topic at a later time.
4. Gather information through discussion at each home or group visit.
5. Listen carefully. Your involvement in the conversation makes catching clues to the homemaker's understanding of food-handling skills difficult.
6. Be sure to write down what you've learned immediately after the visit. You may think you'll remember later, but often you won't.

#### The Supervising Agents

1. At the start of their jobs, make sure you train all aides in discussion skills. To be well qualified, an aide must communicate well.
2. Develop some lessons to train aides to speak, listen, and perform other communication skills well.
3. As you observe them, let aides know if they talk or listen too much or too little.

4. Practice role plays for 5-minute periods. Afterward, ask the aide to tell you what was learned about the homemaker. Give feedback.
5. Teach aides how to conduct a home visit that includes informal discussion interspersed with teaching.
6. Observe the aide during a visit with a homemaker. Afterward, make positive comments and specific suggestions for improvement.

The purpose of questioning is to have homemakers recall past behavior. Information can be gathered for many areas of the Food Behavior Checklist. Indirect questioning is the key to success. If questions are direct, homemakers may try to second-guess the aide instead of giving a true answer.

#### The Aides

1. Set the scene before you start. Let homemakers know that you want to ask a few questions about what is going on so that you will know how to help. Make the homemakers feel comfortable and give them a chance to get to know you and to ask you questions.
2. Ask homemakers indirect rather than direct questions. For example, if you want to know whether a homemaker serves a balanced diet, don't ask, "Do you serve a balanced diet?" Ask "What did you serve for breakfast and supper yesterday?" Then, you can evaluate whether the meals were nutritionally balanced.
3. Be relaxed and informal in your questioning. If the homemaker shows signs of tiring, not paying attention, or getting uptight, stop asking questions. You can intersperse questioning with teaching and other activities.
4. Accept the homemakers' answers for what they are. If you don't understand, ask for more information.
5. Ask concrete and specific questions. If you ask vague questions, the homemaker will get confused and frustrated.
6. Choose your questions beforehand. You can't rely on questioning homemakers too much. Use questions only for the information you can't get any other way.
7. Let homemakers know how you'll use the information. Plan to give feedback in a positive manner. Have them help you plan the

areas you will work on during your visits.

8. Interject serious questions with teaching activities and friendly conversation. Don't spend a whole visit asking questions without providing any feedback, learning, and conversation.
9. Listen to the homemaker and remember responses. Write down a brief summary. Practice will make you skilled at this.

#### The Supervising Agents

1. Have each aide take a turn playing a specific homemaker while other aides design and conduct a question-and-answer session.
2. Have each aide choose one family to practice with. The aide should tell the homemaker that this is a practice session to help the aide learn to question effectively. Have the aide write the questions down and discuss them with you beforehand. Discuss the results afterward. The aide should practice with homemakers until three effective visits are made.
3. Instead of this suggestion, have the aide practice on a nonprogram family of a neighbor, friend, relative, or other aide.
4. Observe the aide during a question-and-answer experience, then give feedback. Discuss the visit, regardless of whether you've observed it or not. The aide needs concrete and specific feedback about successes and failures.

#### Observing the Homemaker's Progress

Observing homemakers working in their homes and participating in discussions provides information to use in scoring homemakers' Food Recall records and Food Behavior Checklists. Changes in the scores on the checklist will help you see how the homemaker's behavior is changing.

Frequently you can measure progress toward goals by scoring homemakers' beginning knowledge and then following up with lessons in areas in which they lack knowledge and practice.









## AIDE'S CUE SHEET FOR FOOD BEHAVIOR CHECKLIST

The following cues help obtain a "YES" or "NO" rather than a "DK" (Don't Know) answer to the items in the Food Behavior Checklist (FBCL). The cues are intended only as suggestions.

ITEM (Abbreviated from FBCL)	CUE
<u>Knowledge of Nutrition</u>	
1. Can name number of servings	1. In discussion, if homemaker is found to be familiar with the food groups, use "Please Tell Me Pictures" or similar game to test knowledge of the number of servings from each food group.
2. Can name two foods	2. Keep this item in mind while discussing item 1. Ask homemaker what types of food might be used to obtain the servings.
3. Can describe recommended serving size	3. Since items 1, 2, and 3 are related, answers may occur naturally while discussing items 1 and 2.
4. Can name one source	4. Determine whether the homemaker has any knowledge of nutrients. If yes, use a picture game to identify sources of the four nutrients.
5. Can name at least one example	5. If the homemaker could answer item 2, proceed with this item; otherwise, score a "NO." Use an activity sheet designed to identify the foods in each group or name some foods in each group and ask the homemaker which are high and which are low in calories.
<u>Food Purchase</u>	
6. Plans before food shopping	6. Discuss food shopping or observe the homemaker during a visit to the grocery store to obtain answers for items 6, 7, and 10.
7. Stretches the food dollar	7. See item 6. Also observe the type of products in the home.

ITEM (Abbreviated from FBCL)	CUE
<u>Food Purchase (Continued)</u>	
8. Knows how to obtain food stamps	8. Begin a discussion about food stamps.
9. Budgets food money	9. Plan visit near end of pay period. By observation, learn whether there is a nutritionally adequate variety of food available the last few days of the pay period.
10. Buys food in amounts to meet needs	10. See item 6. The homemaker buys food in quantity when it is practical to store it.
11. Uses one or more free items	11. More likely for rural families. Use discussion.
12. Grows vegetables	12. Observe. If wrong season for a garden, ask whether the family had a vegetable garden during the growing season.
<u>Food Storage and Sanitation</u>	
13. Stores perishable foods safely	13. Observe whether milk, meats, and perishable fruits and vegetables are stored in refrigerator; bread is in closed wrapper; leftovers from previous meal are refrigerated.
14. Keeps dishes clean	14. Observe during visit. Surfaces are clean except for clutter normally present in a working kitchen.
15. Stores nonperishable foods	15. Observe whether cereals, rice, and similar products are in closed containers, and potatoes and onions are stored in a clean manner.

ITEM (Abbreviated from FBCL)	CUE
<u>Food Storage and Sanitation</u> (Continued)	
16. Disposes of garbage	16. Observe whether there is a wastebasket and garbage container that is not overflowing. Is the garbage wrapped? Is there a lid on the garbage container?
17. Uses recommended preservation	17. Discuss food preservation. Does homemaker have any current educational materials on the topic? Observation at time of preservation would be best.
18. Practices proper control	18. Observe kitchen during visit. The answers to items 14 and 16 will be helpful cues. Check for presence of window screens.
<u>Food and Meal Planning</u>	
19. Schedules meals	19 through 27. Observe behavior of homemaker serving food to the family, rather than knowledge. Many of the items are inter-related and can be obtained through a general discussion of the homemaker's food and meal planning practices. If homemaker's Food Recall is typical of the entire family, it will be a helpful cue.
20. Provides family members	
21. Serves a variety of foods	
22. Serves foods each day	
23. Provides nutritious snacks	
24. Serves whole grain bread	
25. Serves foods to meet needs	
26. Watches food intake	
27. Plans ways to provide breakfast	
<u>Food Preparation</u>	
28. Conserves nutrient value	28. Discuss cooking techniques with homemaker.
29. Can follow recipe	29. Observe during food preparation lesson. A homemaker who can't read should be able to follow verbal instructions.

ITEM (Abbreviated from FBCL)	CUE
<u>Food Preparation (Continued)</u>	
30. Makes an effort to serve	30. The homemaker shows an interest in serving meals that are appealing, considering the family's likes and dislikes.
31. Prepares food to use	31. Observe during food preparation lesson.
32. Conserves fuel energy	32. Observe during food preparation lesson.
33. Practices...serving/ cooking vegetables	33. Examples of methods are (1) serves raw vegetables or fruits; (2) serves salad made with fruits or vegetables; (3) practices boiling, baking, or stir-frying vegetables; (4) prepares soup, casseroles, or stews with vegetables. Low calorie would be any method that did not use added calories such as fat.
34. Practices...cooking meat	34. Examples of methods are (1) prepares casseroles, stews, or soup; (2) bakes fish, poultry, or meat; (3) uses bean products. Low calorie would be any method that allowed removal of fat, such as skimming or broiling.
35. Practices...serving/ preparing dairy products	35. Examples of methods are puddings, white sauce, and milk drinks. Low calorie would be any method that uses low fat dairy products such as skim milk or cottage cheese and does not require other high calorie ingredients.



## INSTRUCTIONS FOR FOOD AND NUTRITION PROGRESSION RECORD BOOKLET

When a homemaker is enrolled in EFNEP and given an ID number, a Progression Record Booklet should be started. Along with Family Records A and B, the booklet is part of the family casefile. The Progression Record Booklet allows the aide to keep everything needed for an individual homemaker in one place.

1. Each time scores on the Food Recall and the Food Behavior Checklists are obtained they should be entered on the graphs on the front page.
2. The Teaching Record on pages 2, 3, 6, 7, and 8 allows space for the aide to record regularly plans for the homemaker and results and progress noted on each visit. Comments about visits should be limited to objectives of the program.
3. The Food Behavior Checklist, pages 4 and 5 in the center of the booklet, allows the aide to have one permanent record to record and compare five different measurements. There, the aide can see the specific competencies where change is occurring.



## FOOD AND NUTRITION PROGRESSION RECORD

BEGINNING DATE

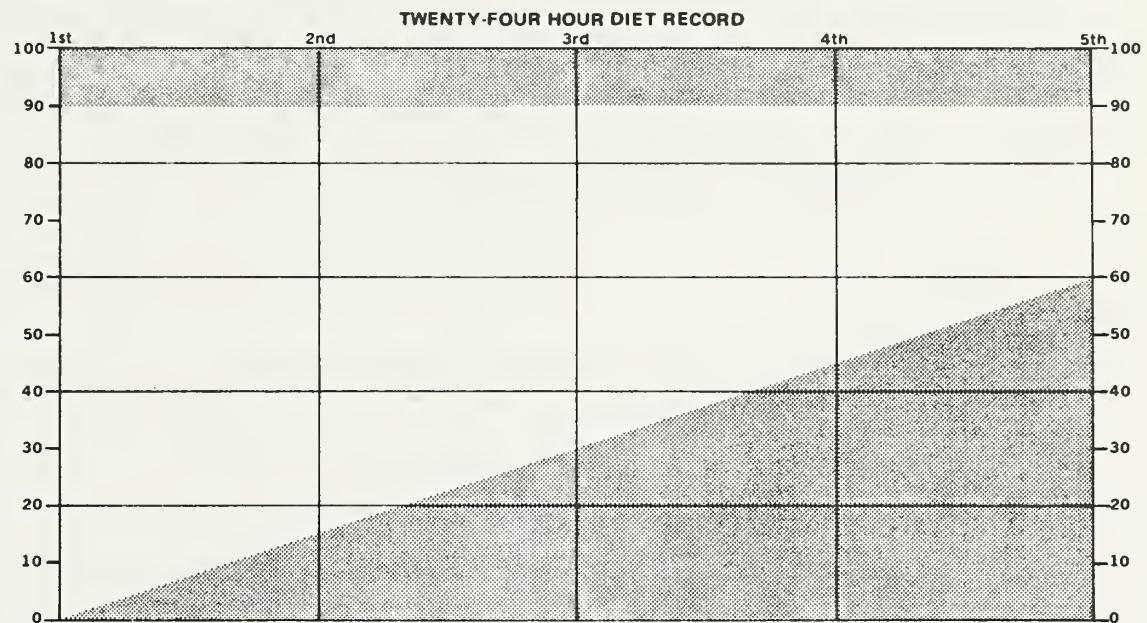
NUMBER

## INSTRUCTIONS:

Show baseline measures (entry score) as horizontal red lines.

HOMEMAKER NAME

AIDE



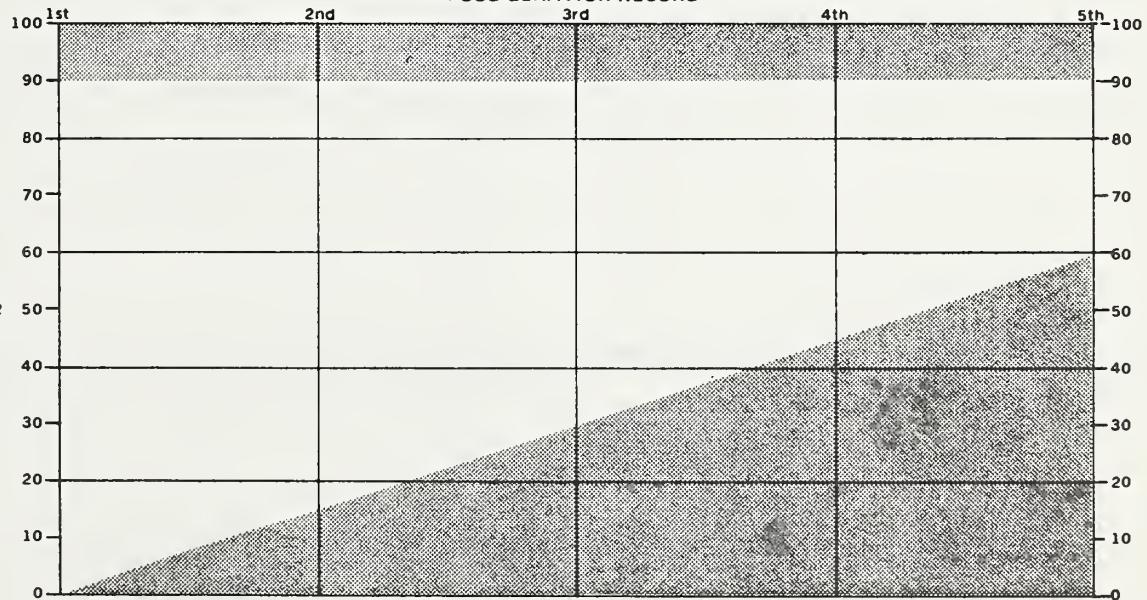
Date \_\_\_\_\_

Score \_\_\_\_\_

Food Recall\* Pattern \_\_\_\_\_

**NO. SESSIONS**  
**CUMULATIVE SESSIONS**

1st	2nd	3rd	4th	5th

**FOOD BEHAVIOR RECORD**

Date \_\_\_\_\_

Score \_\_\_\_\_

Planned Learning Experiences

TEACHING RECORD

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
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Date \_\_\_\_\_

## TEACHING RECORD

### Planned Learning Experiences

1.

Date \_\_\_\_\_

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## FOOD BEHAVIOR CHECKLIST

## INSTRUCTIONS

1. For each question put a check (✓) in the appropriate block indicating Homemaker's behavior.
2. Count the number of checks (✓) in each column (NA, DK, YES, NO) and enter totals below.
3. Add the "YES" scores to the "NO" scores and enter the sum on the appropriate line.
4. Refer to SEA Form 173 (SCORING TABLE) and enter the scores on the bottom line of this form.
5. Copy the dates and scores onto the bottom two lines of the FOOD AND NUTRITION PROGRESSION RECORD (SEA Form 271) under the appropriate months in program time.

NA = Not applicable YES = Homemaker does this	DK = Don't know NO = Homemaker doesn't do this	DATE				DATE				DATE				DATE				DATE			
		FIRST				SECOND				THIRD				FOURTH				FIFTH			
KNOWLEDGE OF NUTRITION		NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	ND	NA	DK	YES	NO	NA	DK	YES	ND
1. Can name the number of servings from each food group appropriate for his/her needs and those of each family member. (For example, adults need 2 servings of milk; children need 3-4 servings.)																					
2. Can name two foods from each of the food groups.																					
3. Can describe the recommended serving size of a food in each food group. (For example, one slice of bread, 8 oz. of milk, 2-3 oz. of meat, 1/2 cup cooked vegetables.)																					
4. Can name at least one good source each of Vitamin A, Vitamin C, Calcium and Iron.																					
5. Can name at least one example of a high and low calorie food in each food group.																					
FOOD PURCHASE		NA	DK	YES	ND	NA	DK	YES	ND	NA	DK	YES	ND	NA	DK	YES	ND	NA	DK	YES	ND
6. Plans before food shopping in at least two of the following ways: makes a list; writes a menu; checks food advertisements for store specials; checks supply of food in the house.																					
7. Stretches the food dollar using at least two of the following: compares food prices; uses nonfat dry milk; uses store brands or plain-label products when they are cheaper; buys day-old bread; buys specials; uses free or reduced price food.																					
8. Knows how to obtain food stamps and does so when family needs them.																					
9. Budgets food money and/or food stamps so the family has enough food throughout pay period.																					
10. Buys food in amounts to meet needs and gets the best buy in terms of unit price and cost per serving.																					
11. Uses one or more free or cheaper sources of food such as home grown food, wild game, fresh fish, edible plants and berries or exchanges work for food (barter system).																					
12. Grows vegetables for family use.																					
FOOD STORAGE AND SANITATION		NA	OK	YES	NO	NA	OK	YES	NO	NA	OK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO
13. Stores perishable foods safely and keeps hot food hot and cold food cold.																					
14. Keeps dishes, utensils, appliances and cabinets clean.																					
15. Stores non-perishable foods properly.																					
16. Disposes of garbage promptly.																					
17. Uses recommended food preservation methods for canning, freezing and drying.																					
18. Practices proper control methods for insects, rodents and pets in the kitchen.																					
FOOD AND MEAL PLANNING		NA	DK	YES	NO	NA	OK	YES	NO	NA	OK	YES	NO	NA	DK	YES	NO	NA	DK	YES	ND
19. Schedules meals around activities of family members.																					
20. Provides family members with servings and amounts as recommended by the food guide.																					
21. Serves a variety of foods from each food group daily.																					
22. Serves food each day which are good sources of iron.																					
23. Provides nutritious snacks when needed.																					
24. Serves whole grain bread and cereals daily.																					
25. Serves Vitamin A and C food to meet needs.																					
26. Watches food intake of overweight and underweight family members.																					
27. Plans ways to provide breakfast to family.																					
FOOD PREPARATION		NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	ND	NA	DK	YES	NO	NA	DK	YES	ND
28. Conserves nutrient value of food in three of the following ways: uses small amounts of liquid for fruit/vegetable cookery; uses appropriate cooking times and temperatures; retains cooking liquid for future uses; avoids rinsing rice and noodle products before and after cooking.																					
29. Can follow recipe. (Can measure and mix according to directions and obtain an acceptable finished product.)																					
30. Makes an effort to serve nutritional food that family enjoys.																					
31. Prepares food to use edible parts and avoid waste. (For example, removes a minimum of flesh when peeling; prepares amount family will eat or plans for and uses leftovers.)																					
32. Conserves fuel energy in cooking practices and food handling. (For example, bakes several things at once, does not let water run needlessly; efficiently uses range top burners.)																					
33. Practices at least three methods of serving/cooking vegetables and fruits, including a low calorie method.																					
34. Practices at least three methods of cooking meat or meat substitutes, including a low calorie method.																					
35. Practices at least three methods of serving/preparing dairy products, including a low calorie method.																					
TOTAL																					
YES + NO																					
SCORE																					

## TEACHING RECORD

### Planned Learning Experiences

1.

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Date \_\_\_\_\_

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Date \_\_\_\_\_

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## TEACHING RECORD

### Planned Learning Experiences

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## TEACHING RECORD

### Planned Learning Experiences

1.	Date _____
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Date _____	Date _____
Date _____	Date _____
Date _____	Date _____



## LESSON TOPICS BY FOOD BEHAVIOR CHECKLIST CATEGORY

If possible, each State should make a master list of lesson topics, organized topically under each Food Behavior Checklist category, available to aides. Some lessons may fit under more than one category and should be listed that way.

### Knowledge of Nutrition

1. Fruit Is Good for You
2. Vegetables Are Good for You
3. Deciding To Grow a Garden (discussion of A and C vegetables)
4. Milk
5. Milk Products

### Food Purchase

1. Fruit--Compare Prices
2. Vegetables--Compare Prices
3. Fruit--What To Look For
4. Vegetables--What To Look For
5. Deciding To Grow a Garden
6. Choosing a Place for the Garden
7. Choosing Vegetables for the Garden
8. Preparing the Soil
9. Planting Your Vegetable Garden
10. Taking Care of Your Vegetable Garden
11. When To Pick Your Vegetables and What To Do With Them
12. Vegetable Garden Pests
13. Milk
14. Milk Products
15. Supermarket Game
16. Unit Pricing

### Food Storage and Sanitation

1. When To Pick Your Vegetables and What To Do With Them
2. Keep Foods Safe
3. Don't Let Foods Spoil

### Food and Meal Planning

1. Vegetables Are Good for You
2. Fruit Is Good for You
3. Milk
4. Milk Products
5. Meal Planning

### Food Preparation

States have used the format of Task Force lessons to develop lessons in food preparation.

### Why Do Statewide Analysis of EFNEP?

There are three major reasons for statewide analysis of EFNEP: Unit guidance, State staff planning and administration, and accountability. In order to give individual EFNEP units helpful guidance, you need to know how they are doing. The following sections of this paper suggest methods for guiding units based on analysis of EFNEP program trends.

State staff need a concrete basis to determine program, personnel, and administrative decisions and goals. Statewide data can provide a data base for discussing financial and program decisions as well as for forming overall program goals. Specialists may find clues to EFNEP subject matter needs in an analysis of EFNEP data collected at the State level.

EFNEP analysis provides concrete information for reporting accountability. In addition to Federal unit reports, information is often needed by State legislators; county Extension directors; advisory committees; directors; and university presidents, deans, and department heads. Selected data, perhaps analyzed annually, can be reported in a published factsheet or program report.

### How To Use Data for Unit Guidance

Data can be gathered from a variety of sources. These include unit reports, family records, youth and family aides' lists, and progression records. In addition, State staff can develop a questionnaire, have all units complete sample unit reports, or send a staff member to each unit to gather data. Program data should be collected annually, unless you have more frequent need for the data.

Several criteria dictate the frequency of collecting and analyzing EFNEP program information. These criteria include:

- Whether data coincide with already established reporting,
- Whether analysts can make practical use of data,
- Whether data help program guidance and decisionmaking.

There are three ways to evaluate data: you compute manually, units report totals, or a computer summarizes and analyzes the data. Unit

report totals can be further computed by hand, but the computer opens up a wider variety of possibilities. In addition to efficiency of arriving at summary totals and percentages and totals per full-time aide, it can do other forms of analysis. The computer can compare scores from past years and indicate statistical trends. It can explore possible relationships such as those between low expenditure for food and a low food recall score, large family size and a low food recall score, or age and Food Behavior Checklist scores.

Included in this packet are sample tally sheets that can be used to summarize and review EFNEP program data. There are four sample tally sheets, including family characteristics, program accomplishments, Food Behavior Checklist, and youth characteristics. A brief discussion follows on how to use data on each of the tally sheets.

#### Sample Tally Sheet 1--Family Characteristics

You will want to compare units for the number of families reached and hope that program families are equal to or better than the national average, and less than the national average of nonprogram families. The percentage of minority families allows you to see how each unit is meeting annual equal program opportunity goals. How old are the children and homemakers? Are units reaching enough young families for the local population? How about income level? Do income level, percentage on welfare, food stamps, WIC, and school lunch follow local demographic and agency data?

#### Sample Tally Sheet 2--Program Accomplishments

Are some families being worked with in groups? What is your standard of expectation? Are units meeting your standards, exceeding them or below? If aide visits to families are all one-to-one and low frequency, are group activities warranted? How many volunteers are generated for youth and adult programs? Are they sufficient, given the communities EFNEP serves? Are there enough minority volunteers?

The food scores are significant sources of data. Program aides will need specific guidance if the homemaker has a high or a low score on the Food Behavior Checklist and Food Recall. Are there large numbers of homemakers low in fruits and vegetables, breads and cereals, meats, or milk?

### Sample Tally Sheet 3--4-H-EFNEP Youth Characteristics

You will want to compare units on the number of youth reached; the number of program families' youth should be equal to or better than the national average. Seeing the percentage of minority youth allows you to watch how each unit is accomplishing annual equal program opportunity goals. How old are the youth and how many can realistically become integrated in ongoing 4-H programs?

### Sample Tally Sheet 4--Food Behavior Checklist Competencies

You will want to evaluate areas in which homemakers have high competency (large number of "YES" scores) to find out where teaching is not commonly needed. And knowing what areas have a high number of "NO" scores lets you know where teaching needs to be concentrated, and where specialists and others need to develop educational lessons and materials. Are there differences between units in weak and strong areas? Can these be related to the family characteristics of each unit (Tally Sheet 1)? Check to see whether there are areas where the total "YES" and "NO" scores combined are low. This means that a number of items were recorded as "DK" or "NA".

Are there items that you believe may not be applicable statewide and therefore can be removed from consideration? Or are there items that aides typically cannot evaluate because they can't get the information? Supervisors should ask these questions of aides and agents. It will be useful to compare such selected questions with available data from past years. As you judge how units are doing, keep several guidelines in mind.

- Use other sources of information as well as these summaries when you make judgments.
- Be careful to make statements of direction and improvement, rather than judgments indicating failures.
- Make progress statements with yearly comparisons and set future goals.
- Don't set standards without discussing them thoroughly with staff; they must share your standards with you.

How you choose to present data to the EFNEP staff is very important to how it will be used. Here are some suggestions.

- Share brief summary statements that are easily and quickly readable. Do not write a research report that takes statistical knowledge to understand.
- Share key information only; leave out data of only side interest.
- Use the data yourself in discussion, analysis, program priority-setting, planning, and unit program review.
- Discuss data personally in groups or individually where possible.
- Be positive; suggest specific changes in program and new directions rather than just saying "not enough," "poor," or "not done well."

## SAMPLE TALLY SHEET #1 - FAMILY CHARACTERISTICS

## UNITS

FAMILY CHARACTERISTICS	STATE	UNITS										
		TOTAL	AVER. PER UNIT	TOTAL NO.	AVER. PER AIDE	UNITS % OF STATE TOTAL	TOTAL NO.	AVER. PER AIDE	UNITS % OF STATE TOTAL	TOTAL NO.	AVER. PER AIDE	UNITS % OF STATE TOTAL
Total families												
Program families												
Nonprogram families												
Minority families												
With children under 9												
With children 9-13												
With children 14 or over												
With children on school lunch												
Families on welfare												
Families on Food Stamps												
Income under \$166												
Income \$167-250												
Income \$251-333												
Income \$334-416												
Income \$417-516												
Income \$517-over												
Monthly food expenditure												
Living in communities 2,500 or less												
Living in communities 2,500-50,000												
Living in communities 50,000-over												
Homemakers under 25 years												
Homemakers 25-34 years												
Homemakers 35-44 years												
Homemakers 45-54 years												
Homemakers 55-over years												

**SAMPLE TALLY SHEET #2 - PROGRAM ACCOMPLISHMENTS**

PROGRAM ACCOMPLISHMENTS		UNITS									
		STATE	TOTAL	AVER. PER UNIT	TOTAL NO.	AVER. PER AIDE	TOTAL NO.	AVER. PER AIDE	TOTAL NO.	AVER. PER AIDE	UNITS % OF STATE TOTAL
<b>FAMILIES worked with</b>											
Individually only											
In groups only											
Both individually and in groups											
Aide visits to families											
<b>HOME MAKERS</b>											
Milk	•	•	•	•	•	•	•	•	•	•	0
	•	•	•	•	•	•	•	•	•	•	2
Meat	•	•	•	•	•	•	•	•	•	•	0
	•	•	•	•	•	•	•	•	•	•	2
Vegetables and fruit	•	•	•	•	•	•	•	•	•	•	1-2
	•	•	•	•	•	•	•	•	•	•	3
	•	•	•	•	•	•	•	•	•	•	4
Breads and cereals	•	•	•	•	•	•	•	•	•	•	1-2
	•	•	•	•	•	•	•	•	•	•	3
	•	•	•	•	•	•	•	•	•	•	4
<b>FOOD RECALL SCORE</b>											
Below 35											
Above 70											
<b>FBCL SCORE</b>											
Below 35											
Above 70											
<b>NUMBER OF GRADUATED families</b>											
<b>VOLUNTEERS – Total</b>											
Minority volunteers											
Volunteers with youth only											
Volunteers with adults only											
Volunteers with both youth and adults											

## SAMPLE TALLY SHEET #3 - 4H EFNEP

## UNITS

4H EFNEP CHARACTERISTICS		STATE						UNITS							
		TOTAL	AVER. PER. UNIT	TOTAL NO.	AVER. PER. AIDE	UNITS % OF STATE TOTAL									
<b>TOTAL YOUTH</b>															
From program families															
From nonprogram families															
Minority youth															
<b>Total GIRLS</b>															
Girls under 9 years															
Girls 9-13 years															
Girls 14 and over															
<b>Total BOYS</b>															
Boys under 9 years															
Boys 9-13 years															
Boys 14 and over															

SAMPLE TALLY - CONTINUATION SHEET

## FOOD BEHAVIOR CHECKLIST

## INSTRUCTIONS

1. For each question put a check (✓) in the appropriate block indicating Homemaker's behavior.
2. Count the number of checks (✓) in each column (NA, DK, YES, NO) and enter totals below.
3. Add the "YES" scores to the "NO" scores and enter the sum on the appropriate line.
4. Refer to SEA Form 173 (SCORING TABLE) and enter the scores on the bottom line of this form.
5. Copy the dates and scores onto the bottom two lines of the FOOD AND NUTRITION PROGRESSION RECORD (SEA Form 271) under the appropriate months in program time.

NA = Not applicable YES = Homemaker does this	DK = Don't know NO = Homemaker doesn't do this	DATE		DATE		DATE		DATE		DATE										
		FIRST		SECOND		THIRD		FOURTH		FIFTH										
KNOWLEDGE OF NUTRITION																				
1. Can name the number of servings from each food group appropriate for his/her needs and those of each family member. (For example, adults need 2 servings of milk; children need 3-4 servings.)																				
2. Can name two foods from each of the food groups.																				
3. Can describe the recommended serving size of a food in each food group. (For example, one slice of bread, 8 oz. of milk, 2-3 oz. of meat, ½ cup cooked vegetables.)																				
4. Can name at least one good source each of Vitamin A, Vitamin C, Calcium and Iron.																				
5. Can name at least one example of a high and low calorie food in each food group.																				
FOOD PURCHASE																				
6. Plans before food shopping in at least two of the following ways: makes a list; writes a menu; checks food advertisements for store specials; checks supply of food in the house.	NA	DK	YES	ND	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO
7. Stretches the food dollar using at least two of the following: compares food prices; uses nonfat dry milk; uses store brands or plain-label products when they are cheaper; buys day-old bread; buys specials; uses free or reduced price food.																				
8. Knows how to obtain food stamps and does so when family needs them.																				
9. Budgets food money and/or food stamps so the family has enough food throughout pay period.																				
10. Buys food in amounts to meet needs and gets the best buy in terms of unit price and cost per serving.																				
11. Uses one or more free or cheaper sources of food such as home grown food, wild game, fresh fish, edible plants and berries or exchanges work for food (barter system).																				
12. Grows vegetables for family use.																				
FOOD STORAGE AND SANITATION																				
13. Stores perishable foods safely and keeps hot food hot and cold food cold.	NA	DK	YES	NO	NA	OK	YES	NO	NA	OK	YES	ND	NA	DK	YES	NO	NA	OK	YES	ND
14. Keeps dishes, utensils, appliances and cabinets clean.																				
15. Stores non-perishable foods properly.																				
16. Disposes of garbage promptly.																				
17. Uses recommended food preservation methods for canning, freezing and drying.																				
18. Practices proper control methods for insects, rodents and pets in the kitchen.																				
FOOD AND MEAL PLANNING																				
19. Schedules meals around activities of family members.	NA	OK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO
20. Provides family members with servings and amounts as recommended by the food guide.																				
21. Serves a variety of foods from each food group daily.																				
22. Serves food each day which are good sources of iron.																				
23. Provides nutritious snacks when needed.																				
24. Serves whole grain bread and cereals daily.																				
25. Serves Vitamin A and C food to meet needs.																				
26. Watches food intake of overweight and underweight family members.																				
27. Plans ways to provide breakfast to family.																				
FOOD PREPARATION																				
28. Conserves nutrient value of food in three of the following ways: uses small amounts of liquid for fruit/vegetable cookery; uses appropriate cooking times and temperatures; retains cooking liquid for future uses; avoids rinsing rice and noodle products before and after cooking.	NA	DK	YES	NO	NA	OK	YES	ND	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO
29. Can follow recipe. (Can measure and mix according to directions and obtain an acceptable finished product.)																				
30. Makes an effort to serve nutritional food that family enjoys.																				
31. Prepares food to use edible parts and avoid waste. (For example, removes a minimum of flesh when peeling; prepares amount family will eat or plans for and uses leftovers.)																				
32. Conserves fuel energy in cooking practices and food handling. (For example, bakes several things at once, does not let water run needlessly; efficiently uses range top burners.)																				
33. Practices at least three methods of serving/cooking vegetables and fruits, including a low calorie method.																				
34. Practices at least three methods of cooking meat or meat substitutes, including a low calorie method.																				
35. Practices at least three methods of serving/preparing dairy products, including a low calorie method.																				
TOTAL																				
YES + NO																				
SCORE																				

